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PROGRAMMED COURSE IN MODERN LITERARY ARABIC PHONOLOGY AND SCRIPT.
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Three sets of instructional materials for the teaching of Arabic phonology and script have been prepared on the basis of studies of (1) the phonologies of American English and Modern Literary Arabic (MLA), (2) the MLA writing system, and (3) the vocabularies of 11 Arabic textbooks used in the United States. The effectiveness of these materials was tested in the classroom, and revisions were made to prepare them for general use. In order to make the materials as widely usable as possible, fully-programmed materials for the learning of the writing system and pronunciation of MLA are being prepared. These materials (after completion, testing, and revision) will be the first to teach the Arabic writing system simultaneously with Arabic phonology. The earlier lessons are being adapted for presentation on the Appleton-Century-Crofts' Portable Laboratory System (a multi-programmable laboratory teaching system). This document comprises a description of a typical programmed unit of four parts: (1) pronunciation drills of Arabic sounds, (2) reading drills for visual recognition and oral production of the sounds (the letters appearing independently and joined in syllables and words), (3) writing drills for proper production of letters and their combinations, and (4) a test for evaluating the students' performance. (See related document ED 016221.) (DO)

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PROGRAMMED COURSE IN MODERN LITERARY ARABIC PHONOLOGY AND SCRIPT[1]

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On the basis of studies of the phonologies of American English and Modern Literary Arabic (MLA), the MLA writing system, and the vocabularies of 11 Arabic textbooks used in this country, 3 sets of instructional materials for the teaching of Arabic phonology and script have been prepared and tested. The effectiveness of these materials was tested in the classroom, and revisions were made to prepare them for general use. In order to make the materials as widely usable as possible, fully-programmed (self-instructional) materials for the learning of the writing system and pronunciation of MLA will be prepared. For this purpose Appleton-Century-Crofts' Portable Laboratory System (for the pronunciation and writing parts) and Appleton-Century-Crofts's ACCESS, the Skinner write-and-see approach (for the writing part), will be used.

The American movement towards Arabic language instruction has grown rapidly in recent years, making use of audio-lingual techniques and principles of programmed learning. Consequently, a programmed course in MLA phonology and script is needed. Such a course (after completion, testing, and revision) will be the first to teach Arabic phonology and the Arabic writing system simultaneously. The course will be of interest to various Arabic programs over the nation.

The earlier lessons are now being adapted for presentation on the Appleton-Century-Crofts' Portable Laboratory System (a multi-programmable laboratory teaching system). The laboratory system will present programmed materials in accordance with the student's rate of advancement through the program. The system also provides the student with options such as (a) repetitions of instructions and stimulus, (b) choice of response to stimulus material and (c) immediate feedback. At the present time, this part of the study is in the development stage whereas the programmed materials are being modified for presentation on the Portable Laboratory System.

Method and Discussion

A typical programmed unit will have four parts: (a) pronunciation drills of Arabic sounds, (b) reading drills for visual recognition and oral production of the sounds (the letters appearing independently and joined

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in syllables and words), and (c) writing drills for proper production of letters and their combinations, and (d) a test for evaluating the students' performance on the first three parts.

Programmed Unit

Pronunciation. The Arabic alphabet has 28 letters, plus diacritic signs written above or below the letters. Arabic is written from right to left.

Arabic has three vowels, and each can be long or short. The first pair of short-long vowels is presented by the symbols ـَ /a/ , which represents roughly the English a in "bat", but much shorter in duration; and ـَا /aa/, which represents roughly the sound of English a in "bad", but of longer duration. The long vowel ـَا is twice as long as the short vowel ـَ . Since the meaning of the word is dependent on whether the vowel is long or short you must make the effort to pronounce ـَا as a long vowel, and ـَ as a short vowel. This unit will enable you to differentiate and produce the Arabic short and long vowels correctly.

Two Arabic consonants د d and ذ ḏ are used in the formation of syllables and words which include the main short-long vowel contrast ـَ and ـَا .

1. One of the two words of each pair contains a long vowel ـَا aa. Check the box which corresponds to the long vowel. Remember that Arabic goes from right to left:

	2	1		On tape:	
Example:	☒	☐	: 1		: 1
	☐	☐	: 2		: 2
	☐	☐	: 3		: 3
	☐	☐	: 4		: 4
	☐	☐	: 5		: 5
	☐	☐	: 6		: 6
	☐	☐	: 7		: 7
	☐	☐	: 8		: 8

2. Show whether the following items contain the short vowel / a or the long vowel | aa. Use the mark / for the short vowel and | for the long vowel:

		On tape:
☒	: 1	: 1
☐	: 2	: 2
☐	: 3	: 3
☐	: 4	: 4

3. Indicate whether the following pairs are the same or different in their sounds. Check the proper block.

Different	Same		On tape
☐	☒	: 1	: 1
☐	☐	: 2	: 2
☐	☐	: 3	: 3
☐	☐	: 4	: 4
☐	☐	: 5	: 5
☐	☐	: 6	: 6
☐	☐	: 7	: 7
☐	☐	: 8	: 8
☐	☐	: 9	: 9
☐	☐	:10	:10

4. Indicate which of the following pairs of words contain the long vowel | . Check the proper block.

Example 2	1		On tape
☒	☐	: 1	: 1
☐	☐	: 2	: 2
☐	☐	: 3	: 3
☐	☐	: 4	: 4
☐	☐	: 5	: 5
☐	☐	: 6	: 6
☐	☐	: 7	: 7
☐	☐	: 8	: 8

Now, do the same with the following two-syllable words.

			On tape	
☐	☐	: 9		: 9
☐	☐	:10		:10
☐	☐	:11		:11
☐	☐	:12		:12
☐	☐	:13		:13
☐	☐	:14		:14
☐	☐	:15		:15
☐	☐	:16		:16
☐	☐	:17		:17

5. Show whether the following words include the short vowel ˊ or the long vowel ˉ. Use the appropriate symbols ˊ or ˉ.

		On tape	
☐	: 1		: 1
☐	: 2		: 2
☐	: 3		: 3
☐	: 4		: 4
☐	: 5		: 5
☐	: 6		: 6
☐	: 7		: 7
☐	: 8		: 8

6. Transcribe the long and short vowel sounds in each of the following words, using the symbols ˉ for long and ˊ for short.

Example

		On tape	
ˊ ˉ	: 1		: 1
	: 2		: 2
	: 3		: 3
	: 4		: 4
	: 5		: 5
	: 6		: 6
	: 7		: 7
	: 8		: 8

7. Three words will be read. At least two (but perhaps three) will be the same. Check identical items.

3.	2.	1.
X		X

	On tape
: 1	: 1
: 2	: 2
: 3	: 3
: 4	: 4
: 5	: 5
: 6	: 6
: 7	: 7
: 8	: 8
: 9	: 9
:10	:10
:11	:11
:12	:12
:13	:13
:14	:14
:15	:15

8. Listen carefully to the following items then record each item along with its contrast. A model answer will be given after your recording. Repeat the answer of the model. The first item is done for you.

Repeat Model Answer	Model Answer	Record Item and Contrast		On tape
			: 1	: 1
			: 2	: 2
			: 3	: 3
			: 4	: 4
			: 5	: 5
			: 6	: 6
In the following, change the length of the vowel of the first syllable.				
			: 7	: 7
			: 8	: 8
			: 9	: 9
			:10	:10
			:11	:11
			:12	:12

Reading. This unit will enable you to recognize the Arabic sounds ا aa, ع a, د d, and ز ذ and their combinations in syllables, words, phrases, and sentences, and to produce them with acceptable pronunciation. The task is two-fold: (a) to master these letters of the alphabet, and (b) to relate these written symbols to the Arabic consonants and vowels they represent. Arabic and English share many common sounds, but Arabic has some consonants and other features that English does not have. These features of pronunciation will be covered to some extent.

ا

1. The long vowel aa in Arabic is represented by the letter above ا "ʔalif". Compare this letter with the forms below and point to the same letter.

ا ر ت ا ب ا ذ ل د ا ←

2. Find the letter ا below and circle it.

ا ر ا ي و ن ا ث ا ←

ز ا د ت ا ا ب ا س

د

3. This is the letter "daal", pronounced d in Arabic. Finish the circle of the same letter below.

و د ا ذ د ر ا د ←

4. Find the letter د below and circle it.

ت د ب و د ر ذ ا د ←

د د ا ذ ن ذ ل د ر

ذ

5. A special feature of Arabic letters is the use of dots. Thus د stands for d, but the letter ذ (the same form equipped now with a dot) has the value of the th in the English words "this", "that". This is called "ذaal" in Arabic. In the text this sound will be represented by the phonetic symbol ð. Look at the letter ذaal ذ at the top, then find the same letter below and circle it.

ر د ذ ب ا ز د
ت ذ ا د ل ذ ب ز

6. Record the names of the following letters on tape, one at a time. Play the tape after each recording and listen to the correct response. Repeat after the correct response. Then start No. 2 and so on. Give the number of each letter before you read it.

ا : 1
د : 2
ذ : 3
د : 4
ا : 5
ز : 6
ا : 7
د : 8

دا

7. The letter د and the long vowel ا combined are pronounced دا daa. Find the same combination below and circle it. Pronounce the syllable دا while you are circling it.

دا ذا دو دا زَ دَ ←
ذا دا دا دُ دا دِي دا

زَ

8. This is the combination of the letter د plus the diacritic sign ◌َ (called "fatha" in Arabic), and having the value of the English short vowel a as in the word "bat"; it is always placed over a letter. Look at the combination دَ da at the top, then circle the same combination below.

دا ذا دَ دُ دِ ذَ دا دَ
رَ دَ ب تَ دَ دو دَ زَ

9. Pronounce the following, one at a time. After each item, play the tape and listen to the model answer. Repeat after the model answer, then go on to the next item. To avoid losing your place, read each number aloud.

١ : را	٥ : رَ
٢ : رَ	٦ : زَ
٣ : زَ	٧ : زا
٤ : زا	٨ : را

دارَ

10. The word above is pronounced دارَ daada. Find the same word below and circle it.

زَرا	زادَ	دارَ	دازَ	رَرَ	(دارَ)
دارَ	زَرا	زَرَ	دارَ	دادَ	رَرا
رَزَ	دارَ	رارَ	زادَ	دارَ	رَزا

رَرَ

11. This word is pronounced رَرَ dada. Find the same word below and circle it.

را	زَرا	رَزَ	رَرَ	دازَ	دادَ	(رَرَ)
رَرَ	درَ	رَرَ	زَرَ	رَزا	رَرَ	زَرا

12. Pronounce the following, one at a time. Then play the tape and listen to the correct answer. Repeat after the model answer. Do not forget to read the numbers.

١ : دارَ	٦ : رَزَ
٢ : رَرَ	٧ : زَرا
٣ : زَرَ	٨ : زا
٤ : زادَ	٩ : دازَ
٥ : را	١٠ : رَرا

دارا

13. This is the Arabic word دارا daadaa. Look at the following sentence, then circle the words similar to the one written above.

١ : دارا زار رودي .
٢ : رودي عند دارا .
٣ : زادَ دارا عن دورا .
٤ : زا دارا .
٥ : ما زادَ دارا عن داري .

14. Now I am going to read 15 words. If the word read is the same as the word written, circle the word; if not, circle the check mark on the left.

			On tape					On tape
X	زارَ	: 9	: 9	X	زادا	: 1		: 1
X	زادا	:10	:10	X	دادا	: 2		: 2
X	دازا	:11	:11	X	رَدا	: 3		: 3
X	دادَ	:12	:12	X	زادا	: 4		: 4
X	ذَرَ	:13	:13	X	ذَدا	: 5		: 5
X	زادا	:14	:14	X	دادَ	: 6		: 6
X	دازا	:15	:15	X	زادا	: 7		: 7
					زادا	: 8		: 8

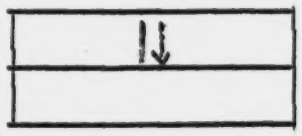
15. Pronounce the following, one at a time. Then play the tape and listen to the correct answer. Repeat after the model answer. Please read the numbers.

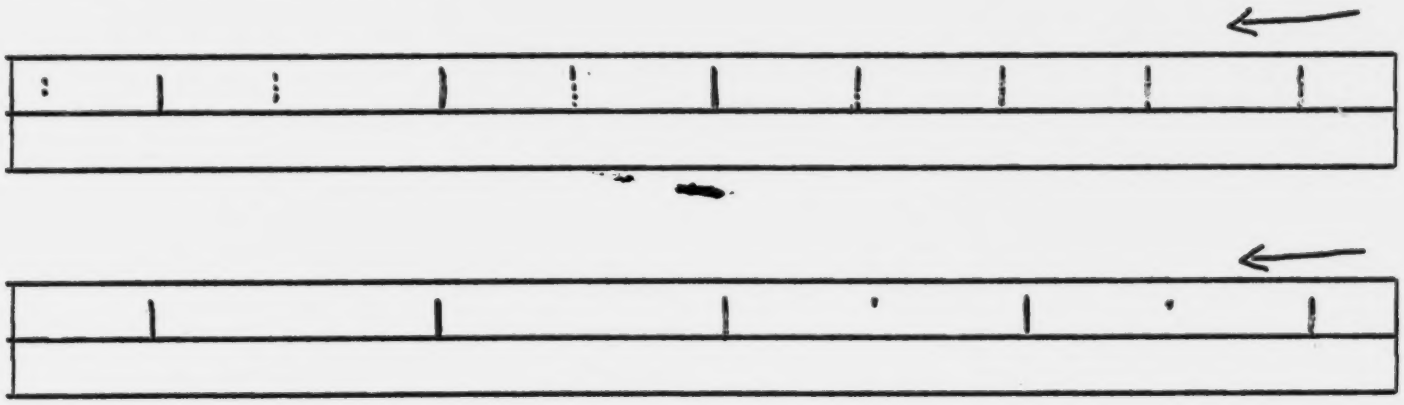
	رَذا	: 6		زا	: 1
دادا	زا	: 7		دادَ	: 2
دادا	ذَرَ	: 8		ذَرَ	: 3
دادَ	دادا	: 9		ذَدا	: 4
دادا	ذَدا	:10		دازا	: 5

Writing. This unit will instruct you in recognition and production of the letter shapes and their combinations of ذ د ا and the diacritic sign ´ . This unit will teach you to recognize and produce relationships of size and composition of letters and spacing between words. Later units will teach you to read with understanding words, phrases, and sentences.

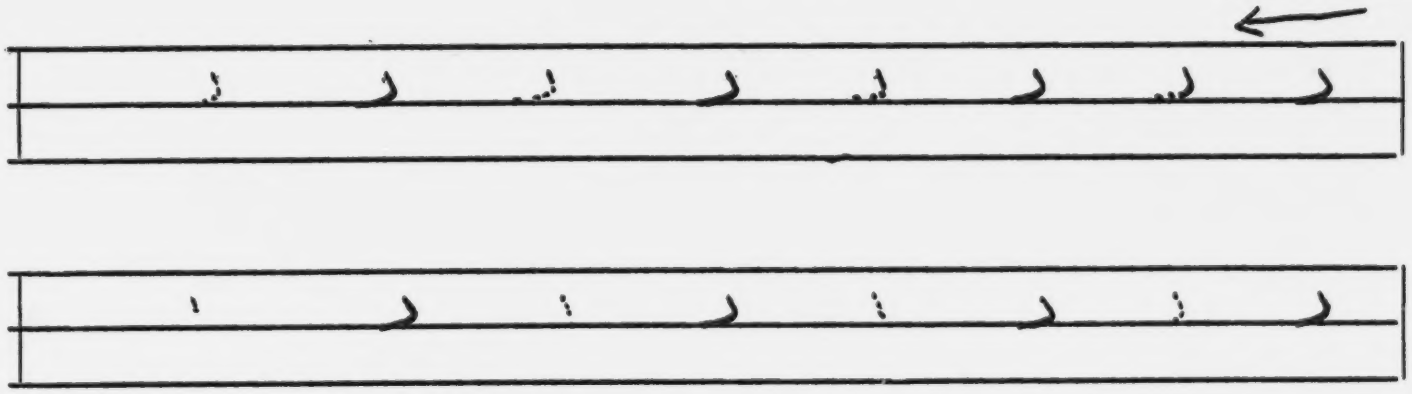
This unit requires you (a) to identify letters, syllables, words and phrases or sentences orally before you practice writing them to enforce correct pronunciation and recognition and (b) to copy the pattern following guidelines, i.e., tracing over dotted lines or completing partial forms, and later making the pattern independently.

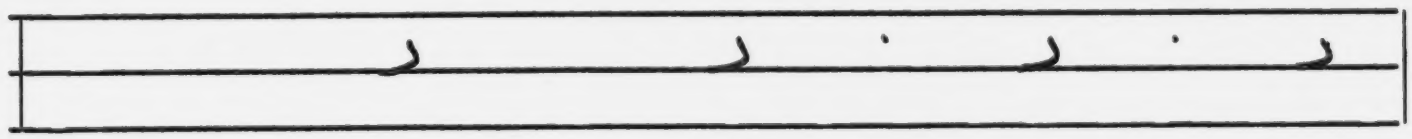
1. This is the Arabic letter "ʔalif" pronounced aa . The arrow shows you where to start when you make this letter. Make the same letter below following the guidelines first, then independently later; sound out the letter as you make it. Start at the right and work left.



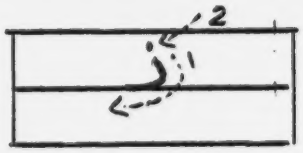


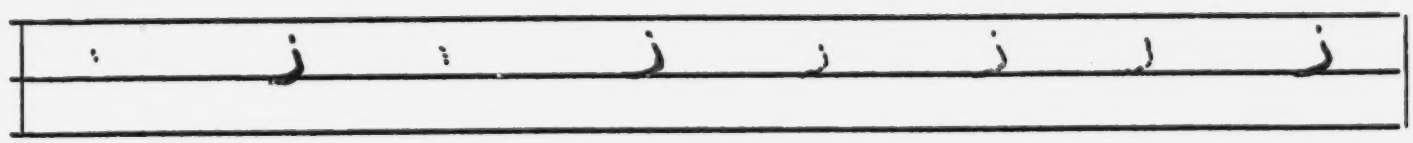
2. This is the letter "daal" pronounced d in Arabic. Make the same letter below following instructions as above.

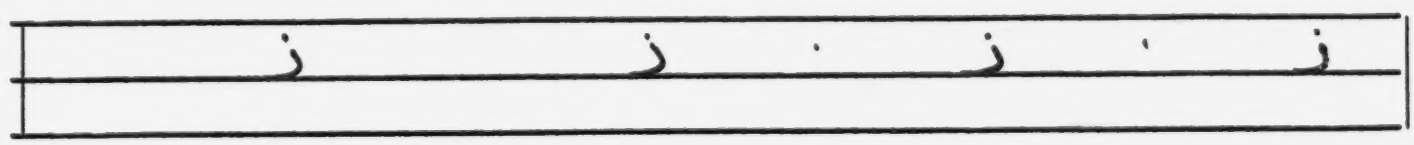




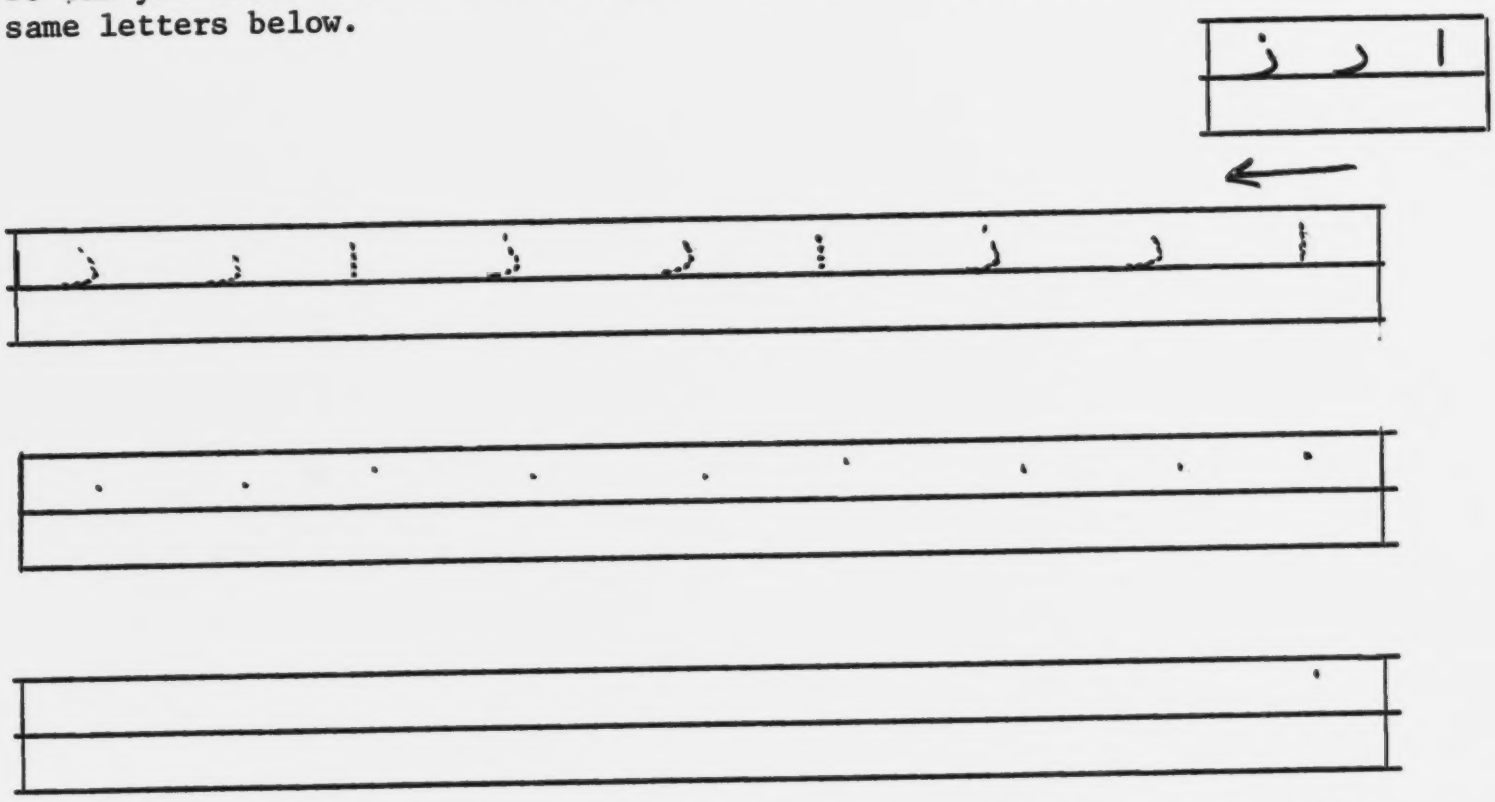
3. This is the letter "ðaal" pronounced ð . Make the same letter below. First write ر and then add the dot.



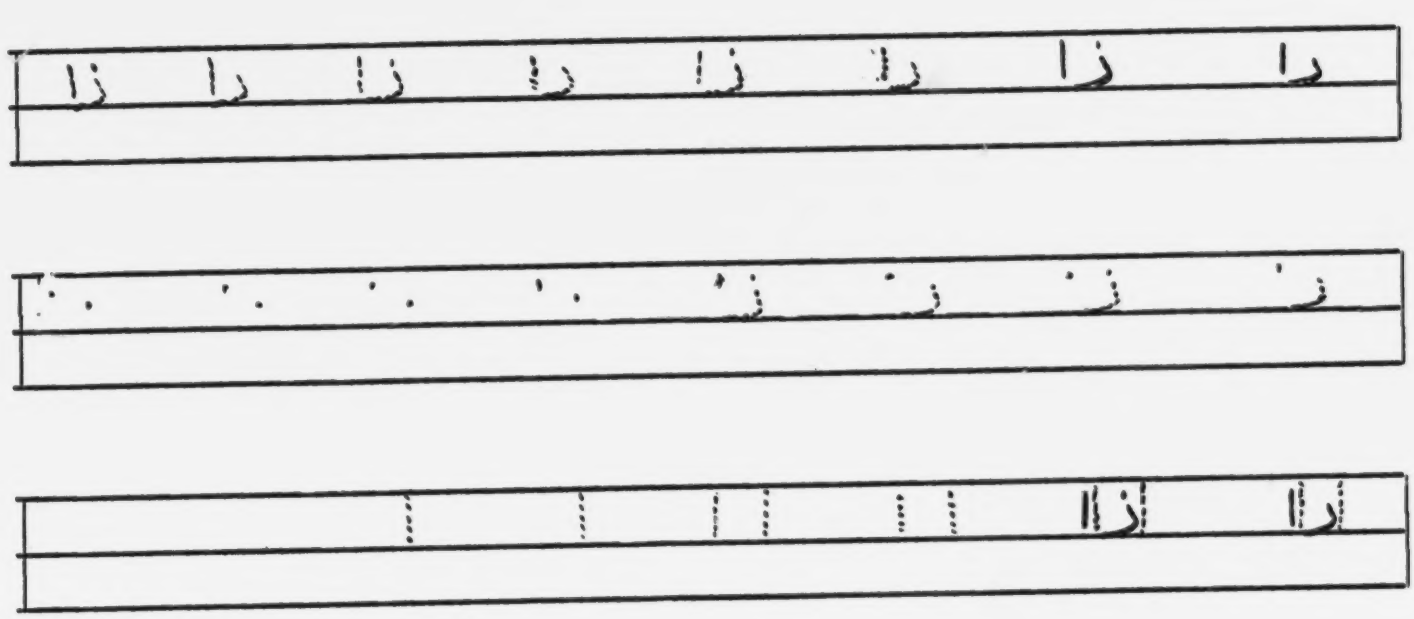




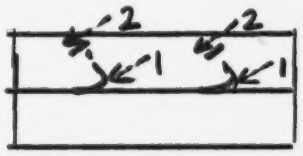
4. So far you know these Arabic letters: aa, d, ḍ. Practice making the same letters below.

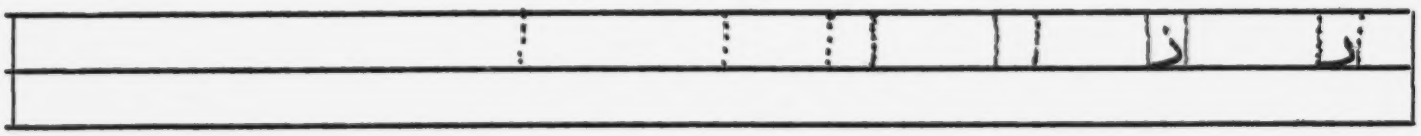


5. These are the Arabic syllables "daa, ḍaa". Follow the above instructions for making them. Notice space relationship between letters.

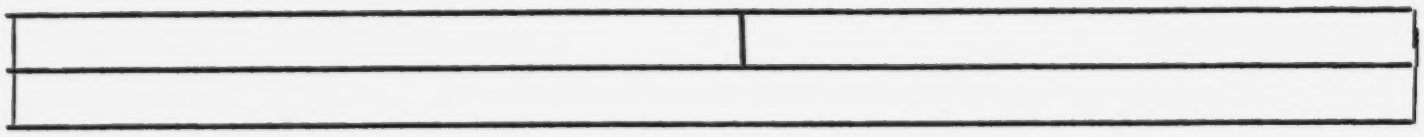


6. These are the Arabic syllables "da, ضa". Make the same syllables below and pronounce them as you make them.



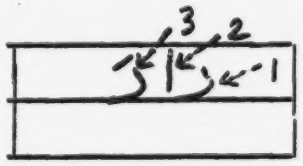


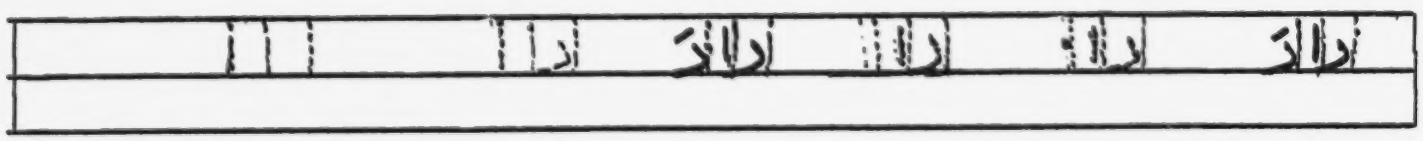
7. Turn back to exercise 5. Look at the first item in the sample pattern, then turn to this section and draw the sample 4 times, keeping in mind the spaces between items. Do the same with item 2 in the sample pattern. Check your answer by going back to the same sample pattern in exercise 5.

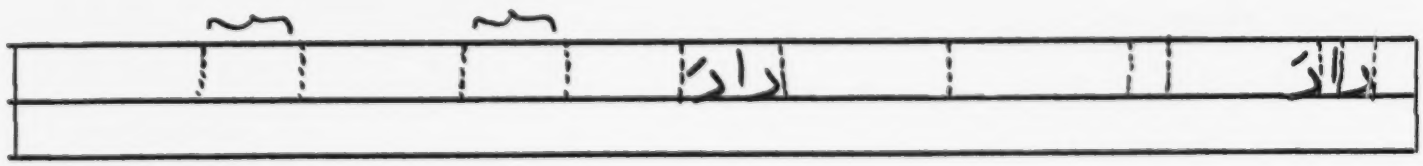


8. Turn back to exercise 6 and examine the two sample patterns, then turn back to this page and draw the sample patterns one after the other four times. Check your answer by going back to exercise 6 again.

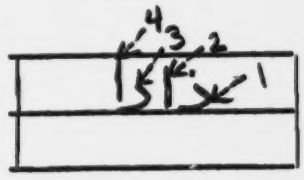
9. This is the word "daada". Make the same word below following previous instructions. Pay attention to space relationship between the letters of the word.

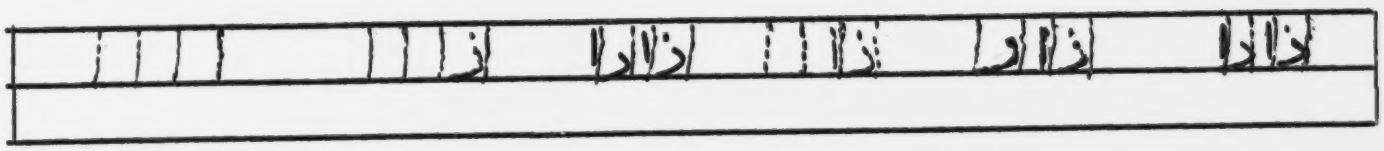


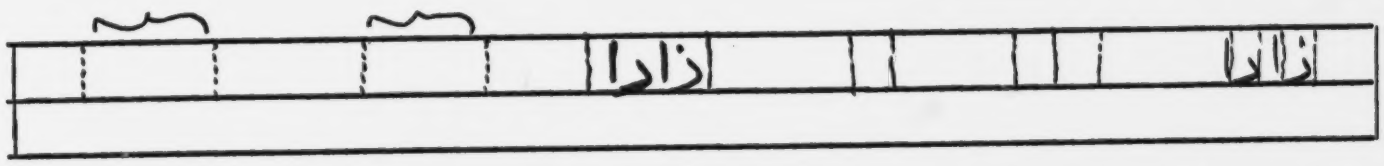




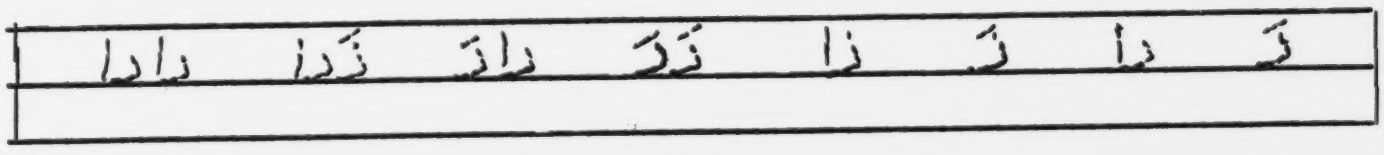
10. This is the word "ʒaadaa". Make the same word below.

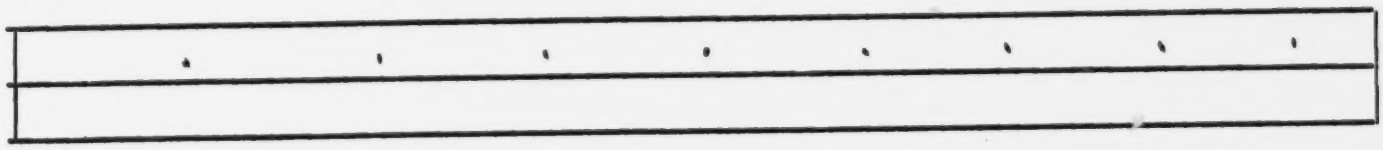


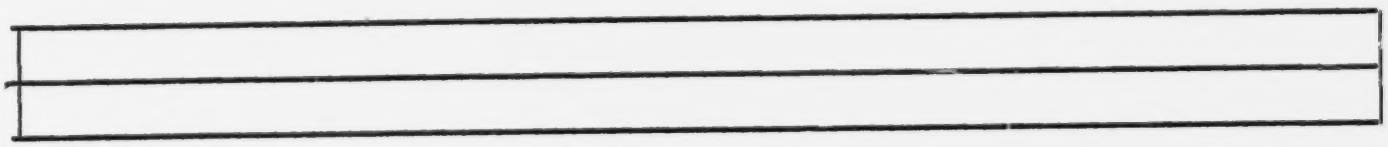




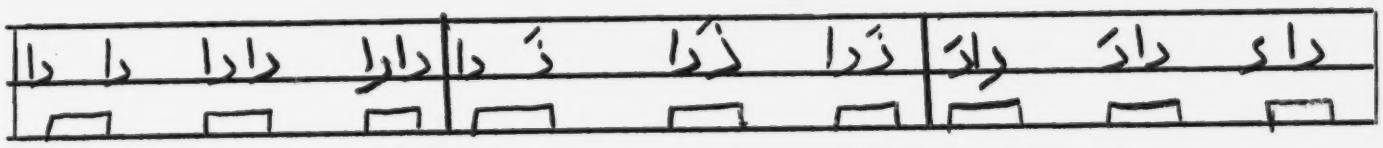
11. I will read the following items from right to left. Point to each item while I read it. Then copy the items following the guidelines. Say each item as you make it.



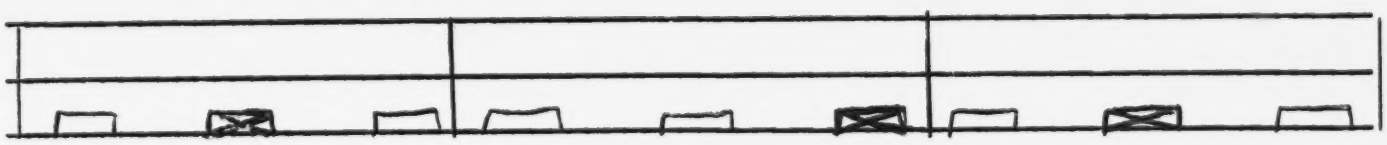




12. Which are the correct forms? Check the back of this page for correct answers.



N.B. The following will be found on the back of the student's copy.



Test. At the end of each programmed unit, you will be given a test in order to evaluate your performance in that unit. Each test contains three parts: (1) pronunciation, (2) reading and (3) writing.

Your performance will be judged acceptable if you do not make more than five mistakes in the whole test.

(1) Pronunciation

Fifteen words will be read, each one twice. If the word contains the long vowel \, write this letter in the first column from the right; if not, write / in the second column.

Example 1

/	\	
		1
		2
		3
		4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
		15

On tape
: 1
: 2
: 3
: 4
: 5
: 6
: 7
: 8
: 9
:10
:11
:12
:13
:14
:15

(2) Reading

Ten words will be read, each one twice. For each word two choices are given below. Circle the correct choice:

دَ	دا	: 1
دَدَ	دادَ	: 2
دازَ	دَدَ	: 3
زادَ	دادَ	: 4
دَدا	زادَ	: 5
زادَ	دَدَ	: 6
دادَ	دازَ	: 7
دادَ	دَدا	: 8
دادَ	دَدَ	: 9
دَدا	دادَ	:10
دازَ		

On tape	
	: 1
	: 2
	: 3
	: 4
	: 5
	: 6
	: 7
	: 8
	: 9
	:10

(3) Writing

Ten words will be read, each one twice. Fill in the missing syllables in each blank provided:

—دَ	: 1
دَ—	: 2
—دا	: 3
د.—	: 4
—دَ	: 5
—دَ	: 6
—دَ	: 7
—دَ	: 8
— —	: 9
— —	:10

On tape	
	: 1
	: 2
	: 3
	: 4
	: 5
	: 6
	: 7
	: 8
	: 9
	:10

Footnote

[1]The research reported herein was performed pursuant to Contract OEC-3-6-061784-0508 with the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of P. L. 83-531, Cooperative Research, and the provisions of P. L. 85-864, as amended. This research report is one of several which have been submitted to the Office of Education as Studies in language and language behavior, Progress Report VI, February 1, 1968.